

DEPARTMENT OF PEDIATRICS THIRD-YEAR CLERKSHIP STUDENT HANDBOOK



ACADEMIC YEAR 2008-2009



**This handbook is your “road map”
for the next six weeks.**

**It is your responsibility to read and understand all
components of this handbook.**

**It contains, among other things, the clerkship’s
goals and objectives, learning activities and
requirements, evaluation tools, a list of key
teaching faculty, and many other useful details
relevant to your education.**

**We look forward to sharing the exciting, rewarding,
and challenging field of Pediatrics.**



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Introduction

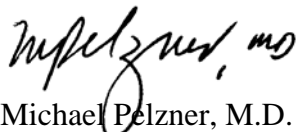
The faculty of the Department of Pediatrics at the Uniformed Services University of the Health Sciences welcomes you to the exciting and rewarding field of Pediatrics. We hope and anticipate it will be one of the most valuable and enjoyable experiences you have during your medical training.

The six-week pediatric clerkship addresses issues unique to childhood and adolescence by focusing on the health and well-being of the developing human, emphasizing growth and development, principles of health supervision, and recognition and treatment of common health problems. Additionally, the clerkship emphasizes the importance of the interaction of family, community, and society on the complete health of the patient. The role of the pediatrician in prevention of disease and injury, and the importance of collaboration between the pediatrician, other health professions, and the family is emphasized. As one of the core clerkships during the third year of medical school, Pediatrics teaches the knowledge, skills, and attitudes paramount to the development of a competent and compassionate physician.

The pediatric clerkship experience introduces the student to a unique, complex, and challenging field of medicine. It emphasizes those aspects of General Pediatrics important for all medical students, and provides a foundation for those students who elect to study further the health care of infants, children, and adolescents. Students have the opportunity to participate in the clinical activities of both general and subspecialty pediatric services, but the emphasis is placed on basic concepts and common illnesses. Subspecialists have the opportunity to emphasize aspects of their particular area of focus that are important for the education of the general medical officer.

This handbook is your “road map” for the next six weeks. **It is your responsibility to read and understand all components of this handbook.** It contains, among other things, the clerkship’s goals and objectives, learning activities and requirements, evaluation tools, a list of key teaching faculty, and many other useful details relevant to your education. We look forward to sharing the exciting, rewarding, and challenging field of Pediatrics.

Sincerely,



Michael Pelzner, M.D.
LTC, MC, USA
Assistant Professor of Pediatrics
Pediatric Clerkship Director

Pediatric Education Section Faculty Contact Information

Room C1069
4301 Jones Bridge Road
Bethesda, MD 20814-4799
Fax: (301) 295-6441
DSN prefix 295-xxxx

Clerkship Website

<http://www.usuhs.mil/pediatrics/education/thirdyearclerkship.htm>

Mrs. Carol Beadling, Education Specialist
COMM 301-295-9730
cbeadling@usuhs.mil

Ildy Katona, MD
CAPT, MC, USN (Ret.)
Chair, Department of Pediatrics
Professor of Pediatrics and Medicine
COMM 301-295-3365
ikatona@usuhs.mil

Jeffrey Longacre, MD
COL, MC, USA (Ret.)
Director of Medical Education
Associate Professor of Pediatrics
COMM 301-295-9731
jlongacre@usuhs.mil

Michael Pelzner, MD
LTC, MC, USA
Pediatric Clerkship Director
Assistant Professor of Pediatrics
COMM 301-295-0528
mpelzner@usuhs.mil

Virginia Randall, MD
COL, MC, USA (Ret.)
4th-year Clerkship Director
NCA Site Director
Associate Professor of Pediatrics
COMM 301-295-9733
vrandall@usuhs.mil

Christopher “Kit” Kieling, MD
Maj, USAF, MC
NCA Site Director
Assistant Professor of Pediatrics
COMM 301-295-0485
ckieling@usuhs.mil

Erin Balog, MD
LCDR, MC, USN
NCA Site Director
Assistant Professor of Pediatrics
COMM 301-319-8213
ebalog@usuhs.mil

Janice Hanson, PhD
Research Assistant Professor of Pediatrics
COMM 301-295-9726
jhanson@usuhs.mil

Peter Zawadsky, MD
COL, MC, USA (Ret.)
NCA Site Director
Assistant Professor of Pediatrics
COMM 301-295-3136
pzawadsky@usuhs.mil

Pediatric Clerkship Goals

The primary goal of the clerkship is to equip third-year medical students with the knowledge and skills of pediatric medicine to be competent military medical officers. A complementary goal is to promote the independent learning skills necessary for life-long learning. We synchronize our clerkship goals with those of the School of Medicine (SOM) as well as the Council on Medical Student Education in Pediatrics (COMSEP), and consistently monitor accomplishment across all of our clerkship sites.

Ten specific goals for the student to attain during the six-week clerkship are:

1. Acquire a basic knowledge of growth and development (physical, physiological, and psychosocial) and of its clinical application from birth through adolescence.
2. Develop communication skills that will facilitate the clinical interaction and collaboration with children, adolescents and their families.
3. Develop competence and comfort in the physical examination of infants, children, and adolescents.
4. Acquire the knowledge necessary for the diagnosis and initial management of common acute and chronic pediatric illnesses.
5. Develop clinical problem-solving skills necessary for life-long medical practice and medical education.
6. Promote an understanding of the influence of family, community, and society on the child in health and disease.
7. Develop an approach to health supervision of children and adolescents, to include disease and injury prevention.
8. Develop the professional behaviors and attitudes appropriate for clinical practice.
9. Acquire an understanding of the approach of pediatricians to the unique health care of children and adolescents.
10. Support the SOM goal of understanding the mission of the military healthcare team and the physician's role as a uniformed officer.

Using “PRIME” Framework for Evaluation

Development of a standard vocabulary for assessing and describing the progress of learners is paramount. Using an integrated approach allows the mentor to assess the synthesis of knowledge, skills, and attitudes acquired by the learner.

In an effort to comprehensively and explicitly provide a meaningful formative and summative evaluation, the “PRIME” (Professionalism, Reporter, Interpreter, Manager, Educator) format is currently utilized. The RIME method assesses the learner at various stages of acquisition and performance, providing feedback in a clear, concise format that can be incorporated into future practice. The “P” emphasizes the importance of integrating professionalism in all activities of a medical student, resident, and physician.

PROFESSIONALISM (integrated throughout the RIME stages):

- Demonstrates respect, compassion, integrity, and altruism in relationships with patients, their families, and colleagues
 - Adheres to principles of confidentiality, scientific integrity, and informed consent
 - Demonstrates sensitivity to gender, culture, behaviors, and disabilities of patients
 - Recognizes and identifies deficiencies in one’s own performance
-

REPORTER: (THE “WHAT”)

- Demonstrates mature, polished interpersonal skills with the patient, family, and colleagues
- Obtains timely and accurate patient information, data, and clinical findings
- Develops the patient problem list
- Communicates information obtained in a comprehensive and coherent manner

INTERPRETER: (THE “WHY”)

- Analyzes patient data and problems
- Prioritizes patient data and problems
- Develops the differential diagnosis

MANAGER: (THE “HOW”)

- Interacts positively and educates the patient and family on findings
- Develops diagnostic and therapeutic plans
- Incorporates the patient and family into these plans
- Becomes technically proficient in procedures

EDUCATOR: (THE “WHO”)

- Incorporates feedback into practice
- Seeks the scholarly pursuit of medicine employing scientific methods
- Maximizes self-directed learning, constantly augmenting knowledge with current medical evidence

The information above has been adapted from Pangaro, L. A New Vocabulary and Other Innovations for Improving Descriptive In-training Evaluations. Acad Med. 1999; 74(11): 1203-1207.

Pediatric Clerkship Teaching Sites

- **Madigan Army Medical Center**
Fort Lewis, Tacoma, Washington
- **National Capital Area**
Malcolm Grow Medical Center, Andrews Air Force Base, Maryland
National Naval Medical Center, Bethesda, Maryland
Walter Reed Army Medical Center, Washington, DC
- **Naval Medical Center, Portsmouth**
Portsmouth, Virginia
- **Naval Medical Center, San Diego**
San Diego, California
- **San Antonio Military Pediatric Center**
Wilford Hall Air Force Medical Center, San Antonio, Texas
Brooke Army Medical Center, San Antonio, Texas
- **Tripler Army Medical Center**
Honolulu, Hawaii
- **Womack Army Medical Center**
Fort Bragg, North Carolina



Pediatric Clerkship Teaching Centers

Department Chairs/Chiefs/Heads and Site Directors

SITE

DEPT CHAIR/CHIEF/HEAD

3RD-YR SITE DIRECTORS

Brooke AMC
3851 Roger Brooke Drive
Ft Sam Houston, TX
78234-6200

Ron Prauner, COL, MC, USA
Chief, Dept of Pediatrics
Assistant Professor of Pediatrics
Ronald.Prauner@amedd.army.mil

Vinod Gidvani-Diaz, LtCol., USAF, MC
Assistant Professor of Pediatrics
Vinod.Gidvanidiaz@lackland.af.mil
210-292-0283

Madigan AMC
9040 Reid Street
Tacoma, WA 98431-5473

Don McClellan, COL, MC, USA
Chief, Department of Pediatrics
Assistant Professor of Pediatrics
Donald.McClellan@us.army.mil

Natalie Burman, LCDR, MC, USN
Assistant Professor of Pediatrics
Natalie.Burman@amedd.army.mil
253-968-1837 fax 253-968-0384

Malcolm Grow MC
89th Medical Group
1058 W. Perimeter Rd.
Andrews AFB, MD 20762

Becky Jordan, Capt. USAF, MC
Element Leader, Dept. of Peds
Becky.Jordan-02@andrews.af.mil

Melinda Batman, Capt., USAF, MC
Assistant Professor of Pediatrics
Melinda.Batman2@afncr.af.mil
240-857-3988 fax 240-857-6263

NNMC
8901 Wisconsin Ave
Bethesda, MD 20889-5600

Thomas Burklow, COL, MC, USA
Integrated Clinical Chief, Pediatrics
Assistant Professor of Pediatrics
Thomas.Burklow@us.army.mil

See Handbook page 5

Portsmouth NMC
620 John Paul Jones Circle
Portsmouth, VA
23708-2197

Anthony Delgado, CDR, MC, USN
Head, Department of Pediatrics
Assistant Professor of Pediatrics
Anthony.Delgado@med.navy.mil

Mike Carr, LCDR, MC, USN
Assistant Professor of Pediatrics
Michael.Carr@med.navy.mil
757-953-0211 fax 757-953-0858

San Diego NMC
34520 Bob Wilson Drive
San Diego, CA 92134

Jon Woods, CDR, MC, USN
Head, Department of Pediatrics
Assistant Professor of Pediatrics
Jon.Woods@med.navy.mil

Joel Ruff, MD
Assistant Professor of Pediatrics
Joel.Ruff@med.navy.mil
619-532-6271, fax 619-532-7721

Also available at Clerkship Website

<http://www.usuhs.mil/pediatrics/education/thirdyearclerkship.htm>





Pediatric Clerkship Teaching Centers

Department Chairs/Chiefs/Heads and Site Directors

<u>SITE</u>	<u>DEPT CHAIR/CHIEF/HEAD</u>	<u>3RD-YR SITE DIRECTORS</u>
Tripler AMC 1 Jarret White Road Honolulu, HI 96859	Mark Thompson, COL, MC, USA Chief, Department of Pediatrics Associate Professor of Pediatrics Mark.W.Thompson@us.army.mil	Sara Anderson, MAJ, MC, USA Assistant Professor of Pediatrics Sara.Anderson@us.army.mil 808-433-3985
USUHS 4301 Jones Bridge Rd Bethesda, MD 20814	Ildy M. Katona, CAPT, MC, USN(Ret.) Chair, Department of Pediatrics Professor of Pediatrics and Medicine ikatona@usuhs.mil	See Handbook page 5
Walter Reed AMC 6900 Georgia Ave NW Washington, DC 20307-5001	Thomas Burklow, COL, MC, USA Integrated Clinical Chief, Pediatrics Assistant Professor of Pediatrics Thomas.Burklow@us.army.mil	See Handbook page 5
Wilford Hall MC 59th Medical Group 2200 Bergquist Drive, Ste. 1 Lackland AFB, TX 78236-5300	Maggie Pelszynski, Col., USAF, MC Chair, Department of Pediatrics Assistant Professor of Pediatrics Mary.Pelszynski@lackland.af.mil	Vinod Gidvani-Diaz, LtCol., USAF, MC Assistant Professor of Pediatrics Vinod.Gidvanidiaz@lackland.af.mil 210-292-0283
Wright-Patterson AFMC 74th Medical Group 4881 Sugar Maple Av. Wright-Patterson AFB, OH 45433-5529	James Rick, LtCol., USAF, MC Chair, Dept of Pediatrics Assistant Professor of Pediatrics James.Rick@wpafb.af.mil	N/A
Womack AMC Bldg 4-2817 Fort Bragg, NC 28310	Barbara Bowsher, COL, MC, USA Chair, Dept of Pediatrics Barbara.Bowsher@us.army.mil	Scott Murcin, MAJ, MC, USA Faculty Appointment pending Scott.Murcin@us.army.mil

Also available at Clerkship Website

<http://www.usuhs.mil/pediatrics/education/thirdyearclerkship.htm>

Clerkship Learning Resources

Issued Textbooks

Kliegman RM, Marc Dante KJ, Jenson, HB, Behrman RE (ed). Nelson: Essentials of Pediatrics, 5th Edition. Elsevier, Inc., 2006. (MS-2 issue)

Gunn VL and Nechyba C (ed). The Harriett Lane Handbook, 18th edition. Mosby, Inc., 2008.

Yetman RJ and Hormann MD (ed). PreTest Pediatrics, 11th edition. McGraw-Hill, 2006.

Gigante J (ed). First Exposure: Pediatrics (Lange series). McGraw-Hill, 2006.

Bright Futures Guidelines Third Edition, Pocket Guide, American Academy of Pediatrics, 2008.

Students, you are encouraged and expected to read extensively and research thoroughly the problems and issues surrounding your patients on the rotation. As a result, you will more fully understand your patients' concerns and problems, and thus become more effective health care providers. Additionally, in order to prepare for the NBME examination, you should pursue an active, broad reading regimen addressing common problems in Pediatrics; your clinical experiences alone will not suffice to pass the test.

Additional Resources available at sites:

Habif (ed) Clinical Dermatology: A Color Guide to Diagnosis and Therapy, 4th edition. Mosby, 2004.

RED BOOK 2006. Report of the Committee on Infectious Diseases, American Academy of Pediatrics, 2006.

Clerkship Learning Activities and Responsibilities

Patient Care Experiences

The six-week rotation will be divided into three weeks of outpatient pediatrics (with some exposure to subspecialty care), two weeks of inpatient ward, and one week of newborn medicine. You are expected to actively participate in all rounds, procedures, and activities relating to the care of patients within your assigned area of responsibility. While patients are the focus of your clinical education, you must read and become knowledgeable about many disease processes you will not see during the pediatric rotation.

A. Call Requirements

The purpose of overnight call is to participate as an integral member of the inpatient team, accepting new admissions, and providing comprehensive and compassionate care for all patients. As general guidance, medical students should work hours similar to residents, and will have access to resident or staff supervision at all times. Only one clerkship student should be on call per night on a given service in order to maximize learning opportunities. Also as general guidance, call should be supervised by residents and/or attending physicians, and not with non-physician health care providers.

Overnight and Weekend Call and Work Requirements for the Clerkship:



1. Inpatient ward – two call nights total, one weekday (Mon-Thu) and one weekend (Fri-Sun); work rounds on one of the two ward weekend days each weekend (except after the NBME)
2. Newborn nursery - one call night total, weekday only; work rounds on one weekend day
3. Clinics - No call requirements

With only three required calls taken over six weeks, you should maximize learning opportunities while on call, such as attending deliveries on the Nursery service, evaluating patients in the Emergency Department, and listening to the residents doing telephone triage and consults. Also, you should be taking full advantage of three call-free weeks to study intensively for the NBME examination.

B. Clinical Passport

In order to ensure that all students in the Pediatric clerkship are able to meet our stated objectives, we have created the “Clinical Passport” as an accountability document for students and faculty. The Clinical Passport contains the two checklists (**Core Problem Checklist** and **Clerkship Activities Checklist**) for students to complete throughout the course of the clerkship, as well as a place to document that feedback on the inpatient services (Ward and Nursery) has occurred. The completed Clinical Passport must be submitted prior to sitting for the pediatric NBME. Failure to do so will be considered as one measure of professionalism, and the student’s final clerkship grade may be adversely affected.

Clerkship Learning Activities and Responsibilities (cont.)

 UNIFORMED SERVICES UNIVERSITY <i>of the Health Sciences</i> Department of Pediatrics Clinical Passport AT 2007-2008	
Student:	
Site:	
Rotation:	
<p>Students will use this Clinical Passport to document their clinical experience over the 6 weeks.</p> <p>***This document must be complete and submitted prior to sitting for the pediatric NRE. Otherwise, the student's final grade may be adversely affected.***</p> 	
<p>For student to sign when complete:</p> <p>I assert that the items within this Passport have been completed by me with honesty and integrity.</p> <p>_____ Signature/Date</p>	

B1. Core Problem Checklist

We have established that, at a minimum, each student will encounter 11 core problems or conditions. These are detailed in the Core Problem/Condition Checklist found on p.16. Progress towards completion of the checklist will be evaluated by the Site Director at the Mid-Rotation Feedback session and again if needed during Week 5 of the clerkship. If you are unable to clinically encounter all required patients by week 5 in either the inpatient (W = ward, N = nursery) or outpatient (O) setting, then you **must** view the equivalent case from CLIPP (see section E). You need to ensure that encounters are appropriately verified and initialed on the checklist by your preceptor or attending.

B2. Clerkship Activities Checklist

- The Activities Checklist (p.17) is designed to make it easy for each student to keep track of the administrative responsibilities of the clerkship. There are three main sections:
 - Observed Encounters – students will be directly observed at least four times by a senior resident or attending, who will use a checklist to ensure consistent performance, and then provide verbal feedback. The checklist/feedback forms (p.41-45) will be kept in the student's file.
 - Health Supervision Module – students will work through six problem-based cases alone or in a group, using worksheets, which they will review in two sessions with the Site Director or his/her designee. Level of preparation for and participation in the discussions will be assessed and documented. Questions based on the cases make up part of the clerkship quiz.
 - Other Tasks – written H&Ps (C4, p.23), oral presentation (D3, p.28), clerkship quiz

USUHS Third-year Pediatric Clerkship Core Problems/Type or Condition Checklist

The level of responsibility of the student is to participate in the care of each patient by completing a focused history and physical and presenting an interpretation to the preceptor. The preceptor will initial as verification that the student did precept that encounter with them.

Core problem/type/disease state	Clinical setting¹	Alternate method of exposing student to problem/disease state	Verification (date, student initials, preceptor initials)	
1. Well child care (2 - 12 mos)	O	CLIPP 2		
2. Well child care (15 - 60 mos)	O	CLIPP 3		
3. Disorder of growth (obesity, FTT, short stature)	O,W,N	CLIPP 18 or 26		
4. Adolescent H&P (sports or school physical or acute complaint)	O	CLIPP 5		
5. Acute otitis media/otitis media with effusion	O,W	CLIPP 14		
6. Respiratory disorder (cough, wheeze, asthma, URI, respiratory distress in newborn)	O,W,N	CLIPP 12		
7. Fever (from any cause)	O,W,N	CLIPP 10		
8. Acute gastroenteritis	O,W	CLIPP 15		
9. Rash (of any type)	O,W,N	CLIPP 3		
10. Neonatal hyperbilirubinemia	O,W,N	CLIPP 8		
11. Chronic medical problem (CF, CP, congenital heart disease, seizures, asthma follow-up, heme-onc patient)	O,W,N	CLIPP 30		

¹ Clinical setting: O=outpatient clinic, W=inpatient ward, N=nursery

Pediatric Clerkship MS-3 Activities Checklist

Observed Encounters

*Preceptors initial and date on the line after encounter form completed and reviewed with the student.
Preceptor should forward form to Site Director to be placed in student file.*

Ward

Obtain H&P of Acute Illness (Checklist) _____

Nursery

Perform Newborn PE (Checklist) _____

Clinic

Obtain H&P of Health Supervision Encounter (SCO) _____

Deliver Anticipatory Guidance in HS Encounter (SCO) _____

Health Supervision Module

Facilitator initials and documents date of discussion on HS cases, and comments whether student preparation and participation were deemed adequate or inadequate. If inadequate, comments should be forwarded to Site Director.

CASES 1 - 3

Preparation _____ Adequate / Inadequate

Participation _____ Adequate / Inadequate

CASES 4 - 6

Preparation _____ Adequate / Inadequate

Participation _____ Adequate / Inadequate

Other Tasks

Check by student or Site Director when completed.

H&P 1 _____

H&P 2 _____

Oral Presentation _____

Clerkship Quiz _____

Clerkship Learning Activities and Responsibilities (cont.)

C. Introduction to Pediatric Inpatient Medicine

During the inpatient portion of the clerkship (Ward and Newborn medicine), you will be expected to perform history and physical exams on assigned patients and record the results in the patient record. All histories and physicals are to be of a quality suitable for inclusion in the patients' permanent medical record and should be completed not later than 24 hours after admission. Students on inpatient rotations are expected to work-up, document, follow and present several patients during their time on service. You may be expected to present patient information during work rounds, attending rounds, subspecialty rounds, morning reports, and checkout rounds. Attendance at all rounds, including check-out rounds, is mandatory for students during the inpatient period of the clerkship. Effective communication is emphasized on all of these rounds in order for you to practice and perfect the art of presenting pediatric patients. You must acquire details surrounding your patients' histories, physicals, labs, assessments/differentials, and plans and then follow them as if you are solely responsible for their care. You are expected to display appropriate professionalism at all times, to progress towards mastery of reporting skills, and to take on the role of interpreter and progress toward the roles of manager and educator during the clerkship. Portions of the **Clerkship Activities Checklist** (p.17) are to be completed during the inpatient rotations. Specifically, you are required to be observed completing an H&P of a patient with Acute Illness on the ward and a physical examination of a newborn infant on the Nursery. During these encounters, the faculty (or senior resident) observer will complete a checklist which he/she will review with you and provide feedback afterwards. Additionally, you will submit two comprehensive written H&Ps on patients you admit on the ward, one of which will be graded (see C4, p.23). It is the responsibility of the medical student to seek out opportunities to complete this checklist. The MS-3 Student Activities Checklist can be found in the student binder, and additional copies can be printed from the Pediatric Education Section website (<http://www.usuhs.mil/pediatrics/education/forms.htm>).

Tips for success on the ward and nursery:

- *Be on time.*
- *Be enthusiastic and receptive to teaching.*
- *Be available to assist at all times.*
- *Define expectations of you on Day One from the attending, residents and intern – each may be slightly different.*
- *Listen to how interns and residents give oral presentations.*
- *Solicit feedback in order to refine your H&Ps and presentations.*
- *Incorporate feedback into daily practice.*
- *Practice presentations with a peer and/or your intern before work rounds.*
- *Read about all the patients/illnesses on service, not just your patients.*
- *Examine all of the patients, especially those with interesting findings such as a murmur.*
- *Don't be afraid to say "I don't know but I'll find the answer as soon as possible, and get back to you."*

Clerkship Learning Activities and Responsibilities (cont.)

C1. Expectations for the Pediatric Inpatient Rotations

1. You will perform H&Ps on assigned patients, recording the results in the electronic patient record, or paper chart depending on site, as part of the permanent record. These H&Ps are to be placed on the chart not later than 24 hours after admission.
2. You are expected to work-up, document, follow and present several patients during your time on service. You will present on various types of rounds to include work rounds and attending rounds.
3. Attendance at all rounds is mandatory.
4. You are expected to clarify team expectations on the first day of your ward and nursery rotations, and elicit feedback from staff and housestaff throughout the week.
5. You are expected to provide an evaluation form to each team member, including your attending, senior resident, junior resident, and intern. These evaluation forms should be provided early enough to allow the evaluator time to review the evaluation form with you prior to submission.
6. You are expected to assure appropriate completion of Observed Encounter forms and documentation in the Clinical Passport.
 - a. Ward – H&P of a patient with acute illness.
 - b. Nursery – Physical examination of a newborn.

C2. The Pediatric Ward

The two weeks spent on the ward are often the “make-or-break” time for students during the Pediatrics clerkship. Success on the ward depends on demonstrating not just sound clinical skills, but also organization, communication, and team participation.

The team: A ward team consists usually of an attending physician, a senior/chief resident (PGY-3), a resident (PGY-2), and at least one intern (PGY-1), sometimes two. Each ward team has a different balance of experience and personalities, and the expectations and responsibilities expected of the students on the team will vary somewhat. There are also several different settings on the ward, and each student needs to adapt to different areas of focus.

Pre-rounds: the time before morning report and work/attending rounds. You need to collect data on your patient(s) that the team will use to make management decisions. A good rule of thumb is to allow 20-30 minutes per patient to gather complete data.

1. Talk to the on-call resident and nurse to review overnight occurrences/changes
2. Review orders for new or changed entries
 - a. Use of prn medications, especially sedation or pain meds
 - b. New orders
3. Collect vital signs – and include the ranges for past 24 hours, and pay particular attention to the following:
 - a. T_{max} , current T for infectious cases
 - b. SpO₂ and RR for respiratory cases
 - c. HR for children with pain
 - d. BP for sicker patients

Clerkship Learning Activities and Responsibilities (cont.)

C2. The Pediatric Ward (cont.)

4. Collect Ins and Outs (I/Os)
 - a. In – oral fluids and food, NG or G-tube feeds, IV fluids (record total volume as well as mL/kg/day)
 - b. Out – urine, stool, emesis, chest tube/drain output (total volume, mL/kg/hour for urine)
5. Results of pending studies and consults
 - a. Look up daily labs
 - b. Overnight X-rays/MRIs
 - c. Consultant notes
6. Talk to the family
 - a. Has patient overall improved/worsened?
 - b. New symptoms?
 - c. New concerns?
7. Talk to the patient
8. Examine the patient
9. Organize your data for smooth reporting
10. Discuss patient with intern or resident to determine if changes need to be made before work rounds

Work Rounds: the entire team discusses all of the patients on the team with the senior resident and/or attending after morning report.

1. Sit-down vs. Walk rounds
2. Presentations – new patients vs. established
3. Scut list or To-Do list
4. Understand plan (Problem-based approach vs. Organ-system approach)

Checkout Rounds: Signing the patients out to the call team, one or both of whom often are not one of the ward team members. The goal is to efficiently give the call team a brief overview of the patients, as well an understanding of the pertinent issues they need to be aware of overnight.

Overnight call: The goal of overnight call is for you to assist in the primary admission and workup of a patient to the ward, usually from the ER, and present the patient to the attending the next day. You might also present at morning report if properly prepared and approved by the supervising staff and/or resident. You will assist the team with any work that needs to be done. Be proactive and ask to be included as much as possible.

The H&Ps: (see C4, p.23) “The case write-up is an important task. Not only does it aid in the development of skillful written communication, but it also allows you an opportunity to formally organize your thoughts and convey them in a clear and purposeful manner. This will, in turn, improve your oral clinical presentation skills. Moreover, the write-up is an opportunity to make and see connections between the clinical presentation of symptoms and signs and the underlying pathophysiology of the disease process. The preparation for the write-up allows you to delve deeper into the literature and understand more about specific diseases and diagnoses.”**

*** Some content cited or adapted from Pediatrics Clerkship: 101 Biggest Mistakes and How to Avoid Them, AA Bremer, M.D., MD2B Publishing, Houston, TX, 200, p.48, 101.*

Clerkship Learning Activities and Responsibilities (cont.)

C2. The Pediatric Ward (cont.)

Work hours: The cumulative hours worked on an inpatient service are always more than on an outpatient service. In general, you will work a similar number of hours as the residents. The 80-hour-work week rule does not formally apply to medical students, however, since you do not have direct and unsupervised decision-making authority for your patients' care. Additionally, resident work hours are averaged over a four-week period, and you are only on the inpatient service for two weeks. The clerkship is only six weeks long and therefore you should maximize every learning opportunity. If something of learning benefit is occurring post-call, you are encouraged to stay and participate. Students should not be made to stay post-call for the purpose of performing scut work. The Dean's Office issued a policy memorandum (SOM-DPM-003-07) in July 2007 regarding student work hours.

C3. The Newborn Nursery

The rotation in the newborn nursery is one week long. As an inpatient rotation, the hours will be longer than in the outpatient setting. On Day 1, the housestaff or attending will explain how to collect data on the patients, and how to present them for rounds. As an inpatient rotation, the service operates on weekends and holidays, and you are expected to participate fully. That means showing up at 0600 even if the first rotation day is a federal holiday.

While on the Nursery, you should expect to attend and participate in at least one to two deliveries, as well as have an opportunity to see and possibly participate in elective circumcisions. On your CD, we have included an article from Pediatrics in Review titled "Care of the Well Newborn," which you are strongly encouraged to read prior to starting your rotation in the nursery.

You will take one call during the week while on service, and cover one weekend day (usually AM only). Again, as general guidance, you should work hours similar to residents. Post-call students will generally be excused at 1200.

After you have developed some comfort with the newborn physical exam, you will be required to perform ONE physical exam that is observed by your attending. The attending will complete the "Newborn Physical Exam Checklist" and give you feedback on your skills. Although this is not a formally graded evaluation, the checklist will be turned-in to your Site Director.

There is a lot to learn about newborn babies. There are several goals to accomplish during this week:

1. Learn how to perform a complete physical examination of a newborn.
2. Learn how to set up an infant warmer in the delivery room, perform basic resuscitation of a newborn, and assign Apgar scores.
3. Be able to collect and review antenatal maternal history.
4. Document data in the medical record.



Clerkship Learning Activities and Responsibilities (cont.)

C3. The Newborn Nursery (cont.)

5. Deliver parent education and anticipatory guidance for common newborn issues, including:
 - Breast-feeding versus formula feeding
 - Normal bowel and urinary elimination patterns
 - Normal neonatal sleep patterns
 - Newborn screening tests, including metabolic screen and hearing screen
 - Appropriate car seat use
 - Prevention of SIDS
 - Immunizations (HBV)
 - Medications (eye prophylaxis, vitamin K)
 - Role of circumcision
6. Build core knowledge of newborn issues, including an approach to management of the following problems:
 - Hypoglycemia
 - Jaundice/Hyperbilirubinemia
 - Respiratory distress
 - Neonatal sepsis
 - Small or Large for Gestational Age (SGA/LGA)
 - Feeding problems
 - Tremulousness
 - Irritability
 - Lethargy

Clerkship Learning Activities and Responsibilities (cont.)

C4. Comprehensive History and Physical Write-Ups

You will complete **two** comprehensive written history and physicals on pediatric **inpatients** during the clerkship. One is meant to be formative and is ungraded. Your ward resident, ward attending, or Site Director will evaluate your paper using the H&P grading form (p.24) and provide you with feedback, which you should use when writing your second H&P. The second paper, **on a different patient**, must be submitted to the Site Director for a grade, and will comprise 7.5% of the total clerkship grade.

The objectives of these write-ups are to document a competent, complete pediatric database, to include all historical information, physical examination including growth parameters, and relevant laboratory data at the time of admission, a problem list, a differential diagnosis, a concise hospital course, a discussion, and a reference list. The discussion should reflect reading beyond the textbook level (i.e., several current relevant journal articles that address the clinical question on which the discussion is based). It is critical that the discussion links the information found in the literature (not primarily either eMedicine or UpToDate) to the patient being discussed, and answers important questions about the process of making the diagnosis, management, or prognosis for that specific patient. Guidelines to assist you in preparing the write-up and assist the Site Director in evaluating it are included in this handbook (p.25) and on the web at <http://www.usuhs.mil/pediatrics/education/forms.htm>.

The first write-up should be submitted to the senior ward resident, the attending, or to the Site Director by the Monday of the second ward week. The H&P for grade must be submitted **no later than the Monday following the last day of the clerkship**. Write-ups turned in late may result in grade reduction. Each write-up must be your original work, with violations of academic integrity automatically resulting in grade reduction, with the possibility of failure. Cutting and pasting from an electronic resource such as UpToDate or eMedicine, copying or paraphrasing a text reference, and/or failing to appropriately use quotation marks, citations or footnotes are unacceptable and may result in failure. The clerkship Site Director will assign the final write-up grade.

You are encouraged to actively seek feedback on both write-ups so that your learning process is complete.

USUHS Third-Year Pediatric Clerkship AY 2008-09
Comprehensive H&P / Clinical Discussion Grading Form

Student: _____ Evaluator: _____ Round: ____ H&P: 1 / 2

NOTES

ID & CC	<input type="checkbox"/> Succinct (in patient's own words if possible) <input type="checkbox"/> ID (age, gender, underlying condition)	
HPI	<input type="checkbox"/> Pertinent signs and symptoms in chronological order <input type="checkbox"/> Pertinent past history, therapies <input type="checkbox"/> Complete pertinent positives and negatives for diff dx	
PAST MED HX	<input type="checkbox"/> Hospitalizations, surgeries, serious illnesses, meds, allergies <input type="checkbox"/> Neonatal hx if relevant, diet, developmental hx as appropriate for age <input type="checkbox"/> Immunization status	
FAM HX	<input type="checkbox"/> Pertinent positive and negative info about diseases/diagnoses in extended family <input type="checkbox"/> Current health status of parents and siblings	
SOC HX	<input type="checkbox"/> Current living arrangements and caregivers <input type="checkbox"/> School performance <input type="checkbox"/> HEADDS interview if adolescent	
ROS	<input type="checkbox"/> Includes all relevant positive and negative information	
PE	<input type="checkbox"/> Vital signs <input type="checkbox"/> Growth measures with %s <input type="checkbox"/> General description without stock phrases <input type="checkbox"/> All systems in appropriate detail with pertinent positive and negative findings	
LABS & IMAGING	<input type="checkbox"/> Includes all results and indicates normal and significant abnormal results <input type="checkbox"/> Interprets abnormal results	
PROBLEM LIST	<input type="checkbox"/> Lists all problems (signs, symptoms, known diagnoses) in order of priority	
DIFFERENTIAL DX	<input type="checkbox"/> Develops several reasonable differential diagnoses for problem list with a brief discussion of each	
CLINICAL QUESTION	<input type="checkbox"/> Articulates a specific clinical question relating to diagnostic tests, therapy, or prognosis of most likely diagnosis	
BEST AVAILABLE EVIDENCE	<input type="checkbox"/> Includes at least 2 appropriate references (relevant, current, not <i>UpToDate</i> or <i>eMedicine</i>) <input type="checkbox"/> Integrates information from references with patients' clinical condition to answer clinical question	
OVERALL	<input type="checkbox"/> Uses appropriate medical terminology? <input type="checkbox"/> Clear, concise sentences? <input type="checkbox"/> Grammar and punctuation? <input type="checkbox"/> Organized, easy to read and to follow clinical reasoning?	

USUHS Third-Year Pediatric Clerkship Comprehensive History and Physical Instructions for Discussion Section

The purpose of the discussion section in the comprehensive H&P is to have you ask and answer a clinical question regarding your patient. A clinical question usually probes for details about therapy, harm, diagnosis, or prognosis. Check with your preceptor to ensure the patient you are writing up presents an appropriate level of medical complexity.

Some general examples of a clinical question are:

- Why was the patient's management plan chosen? (Therapy)
- What other options were available? (Therapy)
- What else was in the differential diagnosis, and why was the diagnosis chosen? (Diagnosis)
- What may be the complications of this condition? (Prognosis)

Some specific examples are:

- What is the latest information about the role of steroids in treating Kawasaki's Disease? (Therapy)
- What is the evidence for cosmetic tooth damage from too much fluoride? (Harm)
- What is the best method for diagnosis of intussusception? (Diagnosis)
- What is the long term outcome of tricuspid atresia? (Prognosis)

In order to practice solid evidence-based medicine, you must be able to search for and select the best resources available that would guide the evaluation and management of a patient similar to yours. Many tips to this process can be found in the *Users' Guides to the Medical Literature: Essentials of Evidence-based Clinical Practice*, a small tan book that was issued to you in your 2nd year.

For this exercise, you will need to cite at least three primary references, which should be the most current and best available. You may have as many references as you wish, although 5-7 should be the most that you should require for this paper. Please note that eMedicine and UpToDate are not acceptable primary references. The USUHS LRC provides access to a wealth of information, and is a treasured benefit of being a student or faculty member at USUHS. Comprehensive pediatric textbooks and on-line evidence-based resources such as the Cochrane collection or systematic reviews, practice parameters, or reports of well-designed, large controlled clinical trials are generally the best place to look first. References should be cited in the paper where they are used. Remember, plagiarism will result in a failing grade.

The discussion section of your paper should state the clinical question and answer it, usually in 1–2 pages, single spaced. Feel free to ask your site director or ward team to help you identify a pertinent clinical question if you need assistance. Asking someone on the ward team to read your paper for completeness, style, format, and accuracy prior to submission may also be helpful.

You are encouraged to contact your site director for feedback on your second paper after it has been graded, in order to continue to improve this critical skill.

Clerkship Learning Activities and Responsibilities (cont.)

D. Introduction to Ambulatory Pediatrics (Outpatient Clinic)

The outpatient clinic component focuses on general pediatric care, with some exposure to pediatric subspecialty care. You will spend a total of three weeks doing Ambulatory Pediatrics in the various outpatient pediatric clinics. The goal is for you to experience a variety of patient encounters, including well babies and routine health maintenance visits, acute visits in patients of all ages, from young infants through adolescents, and follow-up of both acute and chronic illnesses. The majority of time will be devoted to General Pediatric patients, although depending on rotation site, you may spend some time in an Adolescent clinic or a Pediatric Subspecialty clinic.

Precepting will be provided by experienced staff physicians interested in student education and in improving your pediatric data collection techniques and fund of knowledge. Preceptors will work very closely with you to maximize opportunities to learn in each clinic session. You will be expected to collect and document data in the “SOAP” format (Subjective, Objective, Assessment, and Plan).

As a medicine specialty, Pediatrics requires both a broad and deep fund of knowledge. Patients of varying ages and developmental levels require an individualized approach to each encounter. Data collection in children is not as straightforward as in adults, and requires flexibility on the part of the provider, often both mental and physical. The COMSEP curriculum (2005) serves as a starting point for study. We also have included several articles on “core” topics on the students’ CD, including “Care of the Well Newborn” and “Getting into Adolescent HEADDSS.”

Portions of the **Student Activities Checklist** (p.17) are to be completed during the outpatient rotation. Specifically, you are required to be observed completing an H&P of a patient during a health supervision encounter, and also in delivering anticipatory guidance during the same or another health supervision encounter. As with the observed encounters in the inpatient setting, the faculty (or senior resident) observer will complete a checklist which he/she will review with you and provide feedback afterwards. Additionally, you will use the H&P data from one of the outpatient visits to perform a formal graded oral presentation (see D3, p.28). It is the responsibility of the medical student to complete this checklist. Similarly, portions of the **Core Problems Checklist** (p.14) are to be completed during the outpatient rotation. It is the responsibility of the medical student to seek opportunities to care for, evaluate, and present to the preceptor patients with the listed core problems.

There are no call requirements during the outpatient rotation and students are expected to take full advantage of this by reading extensively.

D1. Expectations on the Ambulatory Pediatrics Rotation

1. You will perform H&Ps on assigned patients, and document your findings in AHLTA, by free text or using the medical student acute visit template.
2. You will focus on data collection, organization and prioritization of data, and reporting in both oral and written formats.
3. You should see a minimum of three patients per half day, with a mix of acute and routine encounters.
4. You should elicit feedback from your preceptor(s) at the end of each clinic day.

Clerkship Learning Activities and Responsibilities (cont.)

D1. Expectations on the Ambulatory Pediatrics Rotation (cont.)

5. You are expected to provide an evaluation form to your preceptor(s) each day.
6. You should select one outpatient to prepare for your formal graded oral presentation to the Site Director.
7. You are expected to document patient encounters in the Clinical Weblog at the end of each day, and student entries are monitored regularly by the clerkship.
8. You are expected to ask your preceptor to initial any of the Core Problem encounters you saw each day.
9. You are expected to complete the Health Supervision observed encounters and document them in the Clinical Passport.

D2. The Health Supervision Curriculum

One of the most important aspects of primary care is the attention paid to health maintenance and prevention, which we call “health supervision.” In Pediatrics, we perform health supervision during encounters often labeled as the “well baby visit,” the “well-child check-up” or the “health maintenance visit.”

The American Academy of Pediatrics (AAP) recently revised practice guidelines regarding health supervision for children and adolescents. The new AAP guidelines, published in **Bright Futures, 3rd Edition**, provide *“principles, strategies, and tools ... to improve the health and well-being of all children through culturally appropriate interventions that address the current and emerging health promotion needs at the family, clinical practice, community, health system, and policy levels.”*

There are three required components in our Health Supervision Curriculum.

1. **Clinical Cases:** You will be required individually or in groups to work through six health supervision cases, which follow a military family over 15 years. Each case has a worksheet, which you will complete as you work through the case, and turn in to your site director for your student file. You will have two sessions with the site director or another faculty member to discuss the cases and address any questions. The resources listed below, along with the issued texts, provide the information needed to answer the questions in the cases.
2. **Health Supervision Structured Clinical Observation (SCO):** A faculty preceptor will observe you for portions of an encounter at least twice during the outpatient rotation in the clerkship. Observers will document the observations on a form, and provide verbal feedback after the encounter or at the end of the clinic session. These forms will be kept in your student file.
3. **Clerkship Quiz:** The end-of-clerkship quiz will include questions from each case, as well as questions from the four CLIPP cases (section E, p.30).

We have provided the following resources and tools for learning about health supervision.

1. ***Bright Futures Pocket Guide, 3rd Edition*:** This required, issued text will be a valuable tool for use in clinic and while working through the six clinical cases.
2. **CD-ROM:** The CD-ROM included in your binder contains a folder for “Health Supervision.” The articles and presentation in this folder will help you complete the six clinical cases and enhance your knowledge of health supervision-specific topics, including anticipatory guidance.

Clerkship Learning Activities and Responsibilities (cont.)

D2. The Health Supervision Curriculum (cont.)

3. **Objectives/Self-Study Guide:** This checklist lists the objectives of the Health Supervision Curriculum. We encourage you to review this periodically during the clerkship. When you have checked all of the boxes in this guide, you will be prepared for the clerkship quiz questions on health supervision.
4. **Health Supervision Clinic Template for Students:** This structured table will facilitate data collection and organization during Health Supervision encounters. Many clinics have developed their own age-specific overprint form for wellness visits, but they were not designed for medical student needs. This template will standardize data collection across sites and help you learn how to organize and orally present this unique data set.
5. **AHLTA Template for Health Supervision:** We have created an S/O template that you can use when documenting a health supervision visit in AHLTA. You can search the global network for “USUHS-WELL” to find the template.

D3. Outpatient Oral Presentation

The outpatient oral presentation is intended to evaluate your ability to coherently and concisely present a patient in an oral format. You will have many opportunities in clinic to master this skill. The final graded oral presentation will be given to the Site Director, or his/her designee, the week following completion of the outpatient component of the rotation, or at least prior to completion of the clerkship. Guidelines to assist you in preparing the oral presentation and assist the Site Director in evaluating it are included in this handbook (p.29) and on the web (<http://www.usuhs.mil/pediatrics/education/forms.htm>). The presentation will comprise 5% of your final clerkship grade.

The presentation will focus using the SOAP (Subjective, Objective, Assessment, and Plan) format. You need to include pertinent positive and negative data, and demonstrate the relationship of each of the components to the other. The subject patient will be an outpatient who presents in the clinic for a specific concern. Routine well baby and school physicals should not be presented. The presentation will be less than 10 minutes in length. Notes are permitted, but eye contact and fluency will be evaluated.

This exercise is intended to have the student demonstrate competency in the skill of oral presentation, which is used daily in the practice of clinical medicine. A presentation with a complete review of pertinent positives and negative data, a comprehensive differential, and well-organized format will show the time, effort, and preparation spent on the assignment. This is not the same task as the inpatient write-up in an oral format. A reference list or discussion is not part of the presentation.

It is your responsibility to arrange a time for the presentation with the Site Director. Since this is a learning exercise, as well as a graded one, the Site Director will provide feedback on the presentation immediately. You should address questions to the Site Director prior to beginning the exercise.

USUHS Third-Year Pediatric Clerkship Oral Presentation Feedback and Grading Form

Student: _____

Date: _____

Evaluator: _____

The following items are provided as a checklist when grading the student's oral presentation. Components of the Subjective and Objective sections should include focused and relevant information, and the entire presentation should take less than 10 minutes. **Please give feedback to the student verbally and in the spaces provided below.** Keep original in student's folder.

CC	_____ Age of patient _____ Reason for Visit (in patient's own words) _____ Length problem/illness/concern	O	_____ Vital signs _____ Growth parameters _____ General statement of appearance _____ Directed physical exam with pertinent positives/negatives
S	<i>History of Present Illness</i> _____ Chronology of events _____ Pertinent positives/negatives _____ Review of systems <i>Past Medical History</i> _____ Significant illnesses/ hospitalizations _____ Chronic medical conditions _____ Surgical history _____ Medications _____ Allergies _____ Immunizations _____ Family History _____ Social History <i>If Relevant to chief complaint:</i> _____ Perinatal history _____ Developmental history _____ Educational performance _____ Travel history _____ Dietary history _____ Environmental/human/animal exposures _____ Injuries		_____ Labs (if relevant) _____ Radiology studies (if relevant)
		A	_____ Assessment/summary _____ Problem list (if relevant) _____ Differential diagnosis _____ Most likely/probable diagnosis
		P	_____ Diagnostic evaluation _____ Therapeutic intervention _____ Patient education/instructions _____ Follow-up plan
		Notes:	
Oral Presentation Delivery (Eye contact, clarity of speech, pace of presentation, use of appropriate medical terms, dependency on notes)			
Feedback and student response:			
			GRADE: _____

Clerkship Learning Activities and Responsibilities (cont.)

E. Computer-Assisted Learning in Pediatrics Project (CLIPP) Exercise

CLIPP cases consist of 31 peer-reviewed, interactive online case-based learning scenarios that are designed to simulate a patient encounter. The cases are also designed to cover all the core content contained in the COMSEP curriculum (See student binder and at <http://www.usuhs.mil/pediatrics/education/thirdyearclerkship.htm>).

You must complete four of these cases during the clerkship: #16, #19, #24, and #25. You will find more details regarding this exercise and links to the assigned cases in Blackboard™ at the USUHS Online Learning Website (<http://usuonline.usuhs.edu>). You must first register for access to CLIPP at the CLIPP website (<http://www.clippcases.org>) using your USUHS email account. Each case takes, on average, 30-45 minutes to complete, although there is no time limit. You can also do part of a case, and return at a later time picking up where you left off. Part of the clerkship quiz will consist of questions drawn from information within each of the four mandatory cases. The performance on this quiz will be given a letter grade (A, B, C, D, or F), and comprise 5% of the clerkship final grade. Failure to complete the quiz by the Monday following the completion of the clerkship will result in a letter grade of “F” for this component. You may do as many of the 31 CLIPP cases as you wish; **the four assigned cases, however, are mandatory**. The quiz is timed (60 minutes), and once started must be completed. Please allow 60 minutes of uninterrupted time to complete the test. The test is not “open book.” You may complete the cases and exam *at any time* during the clerkship. The Site Directors will allocate a dedicated block of time for completion of this task during the clerkship as well.

F. Reflective Practice Exercise

The practice of medicine integrates ethics and professionalism on a daily basis. The SOM curriculum includes learning and understanding medical ethics and human values, and you are required to exhibit scrupulous ethical principles in caring for patients, and in relating to patients’ families and to others involved in patient care. Occasionally, situations occur that may raise questions regarding medical ethics and professionalism, or conversely, that serve as models of exemplary professional or ethical behavior.

The reflective practice activity provides an opportunity for you to reflect on a clinical experience that you have observed or experienced that illustrates a challenge and/or inspiration concerning the ethics and professional behavior of physicians and/or other medical students.

You should choose a situation in which you personally participated or observed firsthand. Write a brief narrative describing this experience, as well as additional comments, thoughts, and insights that this experience engendered. This written description will serve as a starting point for additional reflection with a faculty facilitator and with other students. For those students in the National Capital Area, this group discussion will take place during a CBILS session (please see handout). For those students at away sites, this discussion will take place in a phone teleconference. Specific instructions are available online via Blackboard (please see website).

Student Evaluation

<u>FINAL GRADE COMPOSITION</u>	
Clinical Evaluations from preceptors	60 %
NBME Pediatric Subject Exam performance	20 %
Clerkship Quiz	7.5 %
Comprehensive History and Physical	7.5 %
Oral Case Presentation	5 %
TOTAL	= 100 %

The Department of Pediatrics is committed to ensuring that all third-year medical students achieve a prescribed level of competence in Pediatrics, in order for them to not only pass the required clerkship, but also to create a foundation for lifelong medical practice. Measurement of this level of competence will include preceptor clinical performance evaluations, NBME Pediatric subject examination performance, clerkship quiz performance, demonstration of professionalism (p.31) and a communication grade consisting of the history and physical write-up and the outpatient oral presentation as described previously.

You will be expected to distribute inpatient evaluation forms and outpatient encounter cards to staff and residents with whom you have worked. It is NOT your responsibility to collect the completed evaluations from preceptors and turn them into the Site Director. It is this feedback, along with the Site Director's clinical impressions, which comprise 60% of the final grade (30% from the outpatient setting, 20% from the inpatient ward, and 10% from the newborn experience). You will receive feedback from your Site Director (or designee) regularly throughout the rotation. In addition, you are encouraged to ask for feedback on a daily basis at the end of each clinical experience. You are *required* to seek, at a minimum, a Mid-Clerkship and End-of-Clerkship feedback session with your Site Director.

Examinations (NBME & Clerkship) will comprise a total of 27.5% of the final grade. The NBME Pediatric subject examination will be given at the respective sites during the final week of the rotation. You will not be allowed to perform night call the evening before, nor will you be required to report to patient activities the morning of the examination. Your examination performance, as reflected in national percentile rankings, will be reported on the departmental final evaluation, and the assigned exam grade will account for 20% of your final pediatric clerkship grade. You must pass this final examination with a score of approximately the 10th percentile nationally in order to successfully complete the clerkship. Students who fail the National Board examination must retake and pass it to complete the clerkship. A grade of "Incomplete" will be forwarded to the USU Registrar until the exam is retaken. The retake exam will be taken at one of the regularly scheduled times for third-year pediatric students, with the Clerkship Director's approval. Upon passing the retake examination, he/she will be assigned a final clerkship grade no higher than a "C+." Students not passing the NBME a second time will receive an "F" and must remediate the entire clerkship. The Clerkship quiz, based on the four CLIPP cases and the six Health Supervision cases, will account for 7.5% of the final grade.

The remaining 12.5% of the final grade is comprised of the written history and physical (7.5%) and the outpatient oral presentation (5%), as outlined previously. These grades will be determined by your Site Directors.

Student Evaluation (cont.)

Students who receive a “D” or “F” on any component of the clerkship could receive a “D” or “F” for the final course grade. Students receiving a “D” as a final clerkship grade will be required to remediate some component of the clerkship, as determined by the Clerkship Director, Director of Medical Education, and the Department Chair. The portion of the clerkship deemed necessary to be repeated will depend on the circumstances surrounding the assignment of the grade. A final course grade of “F” for any reason will necessitate the student repeating the entire clerkship.

Professionalism is a component that is taught, monitored, and evaluated throughout the clerkship. Should students fail to demonstrate adequate professionalism (p.36), their final clerkship grade may be lowered, even so far as receiving a “D” or an “F.” USUHS Instruction 1105 (12/2005) states the following:

“Both cognitive and non-cognitive performances are evaluated in all clinical sciences courses. Failure to demonstrate characteristics such as dependability, punctuality, professional and academic integrity, or ability to get along with patients and other members of the health care team, may lead to a grade of D or F, even with adequate mastery of cognitive factors.”

The determination of grades rests ultimately with the individual Site Directors and the USU Department of Pediatrics. The final departmental evaluation will include a letter grade for each of the above components and a final, summative letter grade with a narrative summary of the student’s performance. As required by the USU Registrar, the final grade is expressed as a letter (A, B, C, etc.) on the school transcripts, although the Department of Pediatrics may append “+” and “-” to reflect the spectrum of performance. Students, as per the Student Handbook, may appeal their grade in writing within 14 days of grade receipt, and will be afforded due process as specified in USU Instruction 1105. The letter should be addressed to the Third-year Clerkship Director and Chair, Department of Pediatrics, and should contain specific reference to the component(s) of the final evaluation and/or narrative that they wish to appeal. Once an appeal has been received, the student’s entire performance in all aspects of the clerkship will be reviewed, and the Department Chair will respond to the appeal in writing.

Pediatric *Clinical WebLog*TM

The *Clinical Weblog*TM is the **required** method for students to document patient contacts in our Clerkship. One purpose is to give students experience with typical administrative processes encountered by physicians. This documentation is also necessary for validation of your education experience and for accreditation of the University. Failure to make entries is an indication of **suboptimal** professional performance and will be reflected in the clerkship evaluation.

PEDIATRIC *Clinical WebLog*TM Instructions

1. Enter site: <http://cweblog.usuhs.mil> - If you want to use the PDA version (uses AvantGo via the web), a link to instructions can also be found on this page.
2. Enter <**Students use the version at this link**>: Reports can be generated from this page under <Reports>.
3. Select "Pediatrics" from the <**Select Clerkship option**> dropdown menu. There are now clerkship-specific menus, with a search function in the left column.
4. **Pediatric Student Data Entry:** Enter five data items here at the beginning of each entry session: email name (e.g., s7mpelzner), year of study, rotation block, setting for encounter (inpatient, outpatient), and hospital name. This does not need to be repeated for each patient (see #9).
5. **Enter all the problems** on the problem list from your H&P (as many as there are) or from clinic chart (for instance, if eczema and allergies were problems in a 4-yr-old patient seen for a well-child physical, enter ("eczema," "allergies," and "well baby 1-5 years"). Data from inpatients should not be entered before discharge to ensure all diagnoses and procedures are appropriately recorded.
6. **Entering more than one diagnosis:** Each diagnosis has a checkbox to the left. You will make entries for each checkbox that is selected. If you check a box in error, checking it again will deselect that entry.
7. **Procedures:** Please enter only procedure that you have attempted yourself (e.g., tympanometry or IV) and/or have directly observed (e.g., CPR or echocardiogram).
8. **Submit Report:** After entering all of the diagnoses and procedures for a patient, click any of the grey <SUBMIT> buttons to save the data under your profile in cWebLog.
9. **Entering more than one patient while on the *Clinical WebLog*TM:** During any given session, you do NOT have to enter your name, site, etc. each time you enter a patient. Click on Patient Data Entry *after* you've submitted your first patient; if you click on Main Menu or Student Data at this point, you will go back too far.
10. **Generate a list to print:** Go to the Report Entry Request screen. Under General Word Search, type your name as you did with patient entry. This will print out your name, site, patient age and sex and date of entry (does not currently print out the problem list). To get a report, use the name <admin> and password <admin>.
11. **"Other" diagnoses or procedures:** PLEASE ONLY USE "OTHER" AS A LAST RESORT! Match your problems to the closest one on the menu provided. If nothing matches, type in the problem under "Other" but leave no spaces; use "underscores" (e.g., 'adverse_drug_reaction').

Pediatric Clinical WebLogTM

PEDIATRIC Clinical WebLogTM SELF-REPORTS

Students are to use the instructions below to generate an end-of-clerkship cWebLog report to hand in to their Site Directors.

1. Enter site: <http://cweblog.usuhs.mil>.
2. Enter <Students use the version at this link>:
3. Enter < Reports>:
4. Select “**Pediatrics**” from the dropdown menu under <Select Clerkship Report option>. The header should now read Uniformed Services University *Clinical WebLogTM* Pediatrics Reports.
5. **Customize the report:** In the field marked [all_students], enter your email name (e.g., s7mpelzner). Change [Responsibility:participated only] to “include_all,” [Search all years] to “III,” [Summary Tables Only] to “Produce Full Report,” and [LCME_core] to “core_plus_supplemental.” Lastly, change [Search all blocks] and [Search all hospitals] to your specific rotation data.
6. Select <Get Report>.
7. **First Page** of report should look like the following example.

Clinical WebLogTM Pediatrics Specific Report for s7kmiller

January 30, 2006

Search Criteria

Report for	s7kmiller
MS class	III
Block(s)	4
Hospital	Madigan AMC
Setting	all settings
Start date	2005-06-27
End date	all end dates
Clerkship	Pediatrics
Responsibility	include all
Report Type	student
Core Option	core plus supplemental

Results Summary

8. **Print** the four pages, and turn them into your Site Director.

For problems or questions, email Bob Williams (bob@bob.usuhs.mil).

Pediatric End-of-Clerkship Evaluation

Because students' evaluation of instruction is an important measure to assess the objectives, content, methods and effectiveness of teaching, the SOM has mandated that all medical students complete an online survey regarding their clerkship-specific educational experience. This survey was developed by the clerkships in conjunction with the Associate Dean for Medical Education. This feedback is necessary for enhancing the educational experience of future students and for SOM accreditation purposes. It is also an opportunity to recognize teachers that have had a positive influence on an individual student's learning. Per SOM policy, the Pediatric Clerkship requires that each student complete the online Pediatric Clerkship Evaluation within one week of completion of the clerkship.

This evaluation must be completed in order to receive a final grade. Failure to complete the evaluation within one week of completion of the clerkship will result in an assigned grade of "Incomplete." The Pediatric Clerkship considers the failure to appropriately complete this requirement as one potential indicator of suboptimal professional conduct. The Office of the Associate Dean for Medical Education will provide the clerkship with the list of students who have completed the online Pediatric Clerkship Evaluation survey. Your responses in the survey are completely anonymous.

Professionalism in Clinical Practice

Professionalism is a core competency of a qualified military medical officer. USUHS clinical science courses all evaluate both cognitive and non-cognitive performance. According to “USUHS School of Medicine Grades, Grading Policies, and Procedures,” USU Instruction 1105 (12/05), “failure to demonstrate characteristics such as dependability, punctuality, professional and academic integrity, or ability to get along with patients and other members of the health care team, may lead to a grade of ‘D’ or ‘F’, even with adequate mastery of cognitive factors.”

Furthermore, USU Instruction 1201 (12/05), “Medical Students Promotions Committee,” also clarifies the minimum expectations and gives specific guidance regarding academic integrity. Medical students may not:

- 1) “Use, attempt to use, or copy any unauthorized materials/aides during any examination or graded exercise.”
(e.g., Copying material directly from external sources such as “UpToDate” or “MD Consult” without properly annotating the source and putting in quotes if copied.)
- 2) “Knowingly provide false information in any academic document or academic exercise.” (e.g., Documenting false information in a medical record, including examination findings not elicited. Copy-forwarding electronic notes without appropriate daily updates.)
- 3) “Knowingly present someone else’s work as their own.”
(e.g., Turning in a graded history or physical examination completed by another individual, failing to appropriately use quotation marks or provide references for sources of information.)
- 4) “Forge or alter for advantage any academic document.”
(e.g., Forging or altering a medical record.)
- 5) “Knowingly disregard instructions for the proper performance during any examination or graded exercise.”
 - a) (e.g., Disregarding instructions on proper completion of standardized patient encounters, documentation of patient encounters, graded H&Ps, or examinations.)
 - b) (e.g., Unreliability as a team member, such as demonstration of a pattern of failing to be on time for teaching conferences, rounds, on-call duties or patient checkout.)
 - c) (e.g., Failure to appropriately respond to feedback.)
- 6) “Intentionally impede or interfere with the ability of fellow students to use academic materials or to complete academic work.”
(e.g., Intentionally not sharing information (particularly related to patient care delivery) with a fellow student to impede either care delivery or the other student’s clinical performance.)
- 7) “Make any attempt to compare answers with the examination of another medical student.”
- 8) “Knowingly assist a fellow medical student [or any health care provider] in any of the above activities.”

*** The Department of Pediatrics hopes this concise reminder of student responsibilities as an apprentice member of the profession of medicine will emphasize the high expectations we have regarding each student’s demonstrated attitude, skills, and behaviors during the clerkship. ***

Guidelines for Faculty and Housestaff

A. Ward and Nursery Expectations

Housestaff

1. On the first day of the rotation, the team house officers are expected to outline specific student responsibilities as they relate to patient management and teaching. These include times for rounds, pre-rounding, notes, call schedule, patient assignments, weekend/holiday schedules, presentations and all other clinical duties and teaching times.
2. House officers are expected to complete an Inpatient Evaluation either on paper or electronically on each student at the completion of the rotation, and return them to the Site Director.
3. House officers are encouraged to provide feedback to students throughout their rotation. They are also encouraged to obtain the student evaluation form early and to review the evaluation in person with the student at the end of the rotation. This makes the feedback maximally effective and the evaluation thorough.
4. House officers are encouraged to demonstrate a complete examination of a child and/or a newborn with the students, and supervise students when they attempt to perform examinations and deliver counseling to parents. House officers should give timely feedback to the students.

Attendings

1. The team attending is expected to outline for students specific expectations regarding presentations on attending rounds and other scheduled teaching time. Ideally this would take place on the students' first day of the rotation.
2. Attendings are encouraged to conduct rounds that allow time for directed teaching to medical students as well as other junior learners.
3. Ward attendings are encouraged to observe each student perform a complete history and physical examination of a child with acute illness, and complete the Observed Encounter checklist (p.41). They should then provide feedback to the student, using the checklist as a guide, and forward the checklist to the Site Director for placement in the student's file.
4. Ward attendings are encouraged to assist the students with selection of their patients to develop their comprehensive written H&Ps, and to help them select a relevant clinical question. Their first paper is formative, and the students are encouraged to submit it for feedback to the ward attending. Ward attendings can use the H&P grading form (p.24) as a guide.
5. Nursery attendings are encouraged to observe each student perform a complete physical examination of a newborn, and complete the Observed Encounter checklist (p.43). They should then provide feedback to the student, using the checklist as a guide, and forward the checklist to the Site Director for placement in the student's file.
6. Attendings are expected to complete an Inpatient Evaluation either on paper or electronically on each student at the completion of the rotation, and return them to the Site Director.
7. Attendings are encouraged to provide feedback to students throughout their rotation. They are also encouraged to obtain the student evaluation form early and to review the evaluation in person with the student at the end of the rotation. This makes the feedback maximally effective and the evaluation thorough.

Guidelines for Faculty and Housestaff (cont.)

B. Clinic Expectations

1. Preceptors in the outpatient clinic should be a senior resident or attending.
2. Preceptors should review goals and expectations with the student(s) at the beginning of the day, and solicit student goals (e.g., focus on ear exam, or delivering anticipatory guidance).
3. Preceptors should make an effort to directly observe the performance of at least one H&P by each student in order to provide targeted formative feedback.
4. Preceptors should concentrate on developing the students' skill in:
 - a. Correctly and thoroughly performing a pediatric history and physical or wellness encounter, including developing rapport with the child and family/parents;
 - b. Organizing and prioritizing data to give a fluid and focused oral presentation;
 - c. Organizing and prioritizing data to write a clear note in AHLTA;
 - d. Beginning to focus H&P for acute visits, concentrating on relevant areas;
 - e. Self-directed learning and expanding fund of pediatric knowledge;
 - f. Development of problem list and/or differential diagnosis (if already solid reporter);
 - g. Development of diagnostic and therapeutic plan (if already solid interpreter).
5. Preceptors should initial on student's Core Problem checklist any appropriate encounters.
6. Preceptors are expected to complete an Outpatient Evaluation (blue card) either on paper or electronically on each student each clinic day, and return them to the Site Director.
7. Preceptors are encouraged to provide feedback to students at the end of each day in clinic. Timely and specific feedback is maximally effective.
8. Preceptors are encouraged to perform at least one brief structured observation of a health supervision visit on students each day, using the checklist (p.45). They should then provide feedback to the student, using the checklist as a guide, and forward the checklist to the Site Director for placement in the student's file.
9. Preceptors are encouraged to provide feedback to students at the end of each day in clinic. Timely and specific feedback is maximally effective.



Guidelines for Faculty and Housestaff (cont.)

C. Tips for Giving Effective Feedback

1. Know which criteria you are going to use to judge performance
 - PRIME format (p.9)
2. Give timely feedback
 - Ideally, as soon as possible after an encounter; discuss final daily evaluation with student after last encounter
3. Start off with the learner's assessment of performance
 - Ask the student, "How do you think you performed?"
4. Focus on the behavior and give specific examples
 - For example, address behaviors observed, not personality
5. Be positive when deserved
 - As an example, can use a "feedback sandwich," i.e., positive/negative/positive comments
6. Explore ways to improve performance -- e.g., ask "What do you think you can do to improve?"

Clerkship Narrative Guidelines

These guidelines are provided to assist the USUHS Pediatric Clerkship Site Directors in writing the student narrative for the final clerkship evaluation. These guidelines will help ensure standardization of content and format in the clerkship narrative, regardless of clerkship site location. Since the specific comments made in the narrative are directly referenced in both the Chair's and Dean's letters for internship application, it is imperative to convey accurate and comprehensive information received directly from the evaluators, i.e., ideally including quotes from individual preceptors. Each narrative should contain, at a minimum, the following paragraphs detailing the student's performance throughout the clinical rotation.

General Statement of Performance

- a. Overall statement of student's entire clerkship performance, including final grade and comparison to level of peers
- b. Position of the rotation in reference to the academic year
- c. Any significant illnesses, injuries, or crises affecting performance (only comment if detrimental factors present)

Professionalism Demonstrated

- a. Reliability/commitment/ethical conduct (attendance, participation, completion of required tasks, patient care as a priority)
- b. Military bearing and respect
- c. Interpersonal skills/communication skills/teamwork

Reporter Skills Demonstrated

- a. Data gathering (patient care history/physical examination, prioritization of data)
- b. Written documentation
 - i. Inpatient H&P, outpatient SOAP notes, patient orders
 - ii. Graded comprehensive H&P
- c. Oral presentations
 - i. Clear, concise, complete clinical presentations appropriate to environment
 - ii. Graded oral presentation
- d. Knowledge base (include national percentile and NBME letter grade)
 - i. Clinical acumen demonstrated on each service
 - ii. NBME grade and national percentile, and CLIPP grade

Interpreter, Manager, and Educator Skills Demonstrated

- a. Data interpretation (synthesizes appropriate and reasonable differential diagnosis, lab/study interpretation)
- b. Manager (develops appropriate and reasonable diagnostic/therapeutic plans)
- c. Self-directed learner (seeks feedback and/or educational experiences beyond rounds and conference, demonstrates use of literature to answer patient-specific questions)

Summary Statement

- a. Reiterate overall performance, particularly noting performance relative to level of training and level of peers
- b. Summarize particular areas of strength and significant areas for improvement
- c. Potential as a clinical trainee, ultimate clinician, and military medical officer

USUHS Third-Year Pediatric Clerkship

Inpatient History and Physical Exam Checklist

Student: _____ Preceptor: _____ Date: _____

Comments:

Place Checkmark in right column if done Leave blank or place an X if not done	
HISTORY	
Establishes Rapport	
Introduces self	
Shakes hands with parents/patient if applicable	
Sits down/approaches child with respect	
Listens empathically	
Appropriate body language	
Addresses child as appropriate	
Questions	
Starts with open-ended questions	
Develops more specific questions	
Allows patient to answer/does not interrupt	
Avoids leading questions	
Logically establishes HPI	
Pertinent PMH	
Appropriate Social Hx	
Family Hx	
Conducts necessary ROS	
PHYSICAL EXAM	
GENERAL	
Washes hands	
Assesses general appearance of child	
Evaluates/reviews vital signs	
HEENT	
Appropriate/directed evaluation of:	
Head	
Eyes (pupils, conjunctiva, sclera, fundi if appropriate)	
External ears/tympanic membranes	
Nose	
Mucous membranes/oropharynx	
NECK	
Lymph nodes	
Suppleness	
HEART	
Auscultates (four points, not through clothing)	
Checks peripheral pulses	
Assesses capillary refill	
LUNGS	
Assesses child's work of breathing	
Auscultates anterior and posterior lung fields	
ABDOMEN	
Listens for bowel sounds	
Palpates all quadrants (assesses for rebound and guarding)	
Assesses for hepatosplenomegaly	
SKIN	
Inspects for rashes, bruises, other dermatologic findings	
MUSCULOSKELETAL	
Focused and appropriate assessment of strength/tone/ROM	
NEUROLOGIC	
Mental status	
Appropriate evaluation of reflexes	

Main feedback points for next time:

1. _____
2. _____

Instructions for Completing the Inpatient History and Physical Exam Checklist

This form is a tool to be used to evaluate the student as they conduct a complete history and physical exam on a pediatric patient admitted to the ward. Ideally, this would be the admission H&P on the patient. This encounter must be observed and the form filled out by either the attending physician or the ward chief resident. If possible, the history and physical would be observed on the same patient. This is a solely formative exercise and no grade will be attached. It is, however, *mandatory* that all students have at least one checklist completed. Please place checkmarks in the boxes for each action the student correctly accomplishes. The blank space to the side of the table is designed for comments. Most importantly, please give the student specific feedback on how to improve their history and physical exam skills following the completion of the encounter.

USUHS Third-Year Pediatric Clerkship

Newborn Physical Exam Checklist

Student: _____ Preceptor: _____ Date: _____

Comments:

Place Checkmark in right column if done Leave blank or place an X if not done	
GENERAL	
Washes Hands	
Explains to parent what they are doing	
Notes general appearance of infant	
HEENT	
Inspects scalp/fontanelles/sutures/facial symmetry	
Obtains red reflex with ophthalmoscope	
Inspects mouth/palate	
Inspects ears	
Auscultates for patency of nares	
NECK	
Inspects for range of motion	
Palpates for lymph nodes, masses	
Palpates clavicles	
CV	
Auscultates cardiac sounds in all positions (including axillae and back), assess HR	
Palpates femoral pulses bilaterally	
Assesses capillary refill	
LUNGS/CHEST	
Inspects breathing pattern, determine RR	
Inspects chest for symmetry	
Auscultates posterior and anterior lung fields	
ABDOMEN	
Auscultates for bowel sounds	
Palpates in all 4 quadrants	
Palpates for liver edge	
Palpates for kidneys, spleen, bladder	
Inspects umbilical cord	
BACK	
Inspects and palpates spine	
Inspects for gluteal fold, sacral dimple	
NEUROLOGIC	
Assesses tone	
Elicits primitive reflexes including root, suck, grasp, Moro	
SKIN	
Inspects for congenital birth marks	
Inspects for newborn rashes or jaundice	
GU	
Inspects genitalia and anus	
MUSCULOSKELETAL	
Inspects extremities for deformities	
Assesses range of motion of extremities and joints	
Performs hip exam using Barlow and Ortolani maneuvers	
OVERALL	
Sensitive to infant's position and comfort	
Sequence reflects ability to optimize reliability of exam	
Correct technique?	

Main feedback points for next time:

1. _____
2. _____
3. _____

Instructions for Completing the Newborn Physical Exam Checklist

This form is a tool to be used to evaluate the student as they conduct a complete physical exam on a newborn, presumably in the newborn nursery/post-partum ward. This encounter must be observed in its entirety, and the form filled out by either the attending physician or a senior resident.

This is a solely formative exercise and no grade will be attached. It is, however, *mandatory* that all students have at least one checklist completed during their six-week clerkship. Please place checkmarks in the boxes for each action the student correctly accomplishes. The blank space to the side of the table is designed for comments. Most importantly, please give the student specific feedback on how to improve their physical exam skills following the completion of the encounter.

USUHS Third-Year Pediatric Clerkship

Structured Clinical Observation (SCO) for Health Supervision

Student: _____ Preceptor: _____ Date: _____

Data Gathering:

Comments:

	Opening/Closing/Personal Manner:
	Introduces self
	Addresses parent and child by name
	Builds rapport
	Includes child in discussion
	Open body language, sits down
	Respectful facial expressions & tone of voice
	Relationship Skills:
	Listens attentively
	Expresses empathy
	Acknowledges/legitimizes parent's/child's concerns/feelings
	Offers partnership, support, praise
	Relates appropriately to family's culture
	Data Collection:
	Identifies parents' and/or child's concerns
	Starts with open-ended questions and progresses to more specific questions
	Avoids asking multiple questions or presumptive/leading questions
	Logical, organized sequence of questions
	Summarizes information gathered for patient/family
	Observes child's development and behavior
	Asks about injury prevention/safety
	Takes a developmental and behavioral history
	Takes a dietary history
	Uses interview to screen for family violence
	Reviews immunization records and identifies need for immunizations
	Plots and assesses growth

Physical Examination:

	Washes Hands
	Sensitive to child's modesty/avoids discomfort
	Explains to parent/child what they are doing
	Sequence matches cooperation level
	Performs technically accurate pediatric physical exam

Anticipatory Guidance:

	Prioritizes topics for anticipatory guidance
	Addresses parents'/child's concerns
	Solicits and answers questions
	Explains reasons for recommendations
	Avoids jargon
	Checks understanding by patient/family
	Assesses child's/family's willingness to follow recommendations
	Appropriately includes child in explanation
	Offers age-appropriate handouts for parents
	Provides guidance about:
	Immunizations
	Injury prevention/safety
	Nutrition/breastfeeding/healthy eating/exercise
	Behavior and discipline
	Development
	Family Support/Community Resources

Main feedback points for next time:

1. _____
2. _____

Instructions for Completing a Structured Clinical Observation (SCO)

Preceptor Instructions

The Health Supervision Structured Clinical Observation (SCO) form has been developed for use by preceptors when observing medical students during a health supervision encounter in the outpatient clinic. Students are required to turn in at least two Health Supervision SCO forms by the end of the rotation, and they will be included in the student's folder. While preceptors may complete more than two SCOs for a particular student, by the end of the rotation each student is required to have at least one SCO that pertains to data gathering during a health supervision encounter, and at least one SCO that pertains to anticipatory guidance.

Please take the form with you into the room while the student is completing a health supervision encounter with a child and parent. Enter at any time during the encounter and stay in the room just long enough to make some notes and identify two feedback points to reinforce and two feedback points for correction. Each observation should take 3-5 minutes. Use the descriptions under Data Gathering, Physical Exam, and Anticipatory Guidance to help guide your observation and feedback. For each encounter, you may observe and check off only a few of those behaviors.

At the end, please complete the feedback portion of the SCO, to include positive reinforcement and areas to correct. After the encounter, at any convenient time during the clinic day, please discuss your feedback with the student, based on your observation and notes. Please sign the student's clinical passport after you have completed a SCO, either for data gathering or anticipatory guidance. Give each completed SCO form back to the student to give to their site director.

Student Instructions

The Health Supervision Structured Clinical Observation (SCO) form provides a framework for feedback from your outpatient preceptor when you are completing a health supervision encounter. At the start of each health supervision visit, please explain to the parent and child that your preceptor may enter to observe you for 3-5 minutes during the encounter, and that the preceptor will make notes about your interactions with them. For each encounter, your preceptor will observe a few of the items listed on the form. After the encounter, your preceptor will discuss the form with you and offer you both reinforcing and corrective feedback, to help you improve your clinical skills.

Students are required to turn in at least two Health Supervision SCO forms by the end of the rotation. You will be required to give the completed SCO forms to your Site Director. While preceptors may complete more than two SCOs, please ensure that by the end of the rotation, you have at least one SCO that pertains to data gathering during a health supervision encounter, and at least one SCO that pertains to anticipatory guidance.

Note: The Health Supervision SCO form was adapted from the SCO described in Lane JL & Gottlieb RB, Structured clinical observations: a method to teach clinical skills with limited time and financial resources. *Pediatrics*. 2000 Apr; 105(4 Pt 2):973-7.